



EEO and Interview Protocols

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Diversity, Equity and Compliance
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Workshop Objectives

- Understand the importance of diversity to our district's mission
- Review of pertinent regulations
 - Federal
 - State
 - District
- Overview of our district's hiring process
- Understand the committee's role in the hiring process



The Importance of Diversity

Our Commitment to Diversity

-- BP 7100

- *“Riverside Community College District is committed to building a diverse and accessible environment that fosters intellectual and social advancement. All District programs and activities seek to affirm pluralism of beliefs and opinions, including diversity of religion, gender, ethnicity, race, sexual orientation, disability, age and socioeconomic class. **Diversity is encouraged and welcomed because RCCD recognizes that our differences as well as our commonalities promote integrity and resilience that prepares our students for the evolving and changing community we serve...**”*

Race and Ethnicity of RCCD Service Area (Census 2000)

- 5.7% Asian/Pacific-Islander
- 10.5% Black/African-American
- 41.7% Hispanic/Latino
- 0.4% Native American
- 38.8% White/Caucasian
- 2.8% Other

Service area includes Corona, Fontana, Moreno Valley, Norco, Perris and Riverside. Listed cities account for 75% of enrolled students.

Monitored Diversity

Race/Ethnicity	Students (Fall 2008)	FT Faculty (Fall 2008)	Non Faculty Staff (2008)
Asian/Pacific Islander/Filipino	9%	8%	5%
Black/African American	11%	6%	11%
Hispanic/Latino	37%	15%	31%
Native American/Alaskan	1%	2%	1%
White/Caucasian	34%	69%	51%
Undeclared	8%	0%	1%
Reported Disability	%	%	%

Unmonitored Diversity

- Religious beliefs
- Sexual orientation
- Socio-economic status
- Cultural mores/values
- Geography

Embracing Diversity in Higher Education

- Higher education exposes students to faculty and staff with differing intellectual ideas, viewpoints, and creative energies that serve to challenge the minds of students and stimulate the learning environment.

The Significance of Diversity *

□ For our students

- Heightened self-esteem, better prepared for the workplace, more likely to remedy inequities after graduation

□ For our faculty

- Enhanced ability to identify with needs of all students, promotes pride in quality of work, creates an atmosphere of respect

□ For our district

- Enhanced academic reputation, evidence the District supports fairness and justice, commitment to care for and support the needs of the community

* “A Diverse Faculty: What Impact does it Have on Colleges and Universities, Campus Climate, Faculty Learning and Development, Curriculum and Student Learning Outcomes? A Review of the Research” by Dr. Abbie Robinson-Armstrong, Loyola Marymount University

Screening and Interview

Committee Goal

- Identify and define the needs of the hiring department
- Fairly evaluate all candidates on those identified needs
- Advance candidates who are qualified to meet the identified department needs *and* who demonstrate ability to work effectively in a diverse academic environment

Review of Pertinent Regulations

Federal Laws

- Title VII of the Civil Rights Act of 1964 prohibits discrimination on the basis of race, color, religion, sex, pregnancy, or national origin.
- Age Discrimination in Employment Act of 1967 (ADEA) prohibits discrimination against employees or applicants because of age.
- The Americans With Disabilities Act of 1990 (ADA) prohibits discrimination against the disabled in employment and public services.

Federal laws apply to any organization that receives or administers federal funds

State Laws

- California Government Code Sec. 11135 through 11139.5 prohibits discrimination against any person or denial of benefits on the basis of actual or perceived Ethnic Group Identification, National Origin, Religion, Age, Sex or Gender, Race, Color, Ancestry, Sexual Orientation, Physical or Mental Disability.

State Laws (cont.)

- California Fair Employment & Housing Act (FEHA), Calif. Government Code 12900, et seq., adds the following to prohibited employment discrimination:
 - Pregnancy, Medical Condition, Vietnam Veteran Status, Marital Status
- Title 5, California Code of Regulations §§ 53021 – 53024 specifies community college process for recruitment and hiring.

State Laws apply to any organization that receives or administers State funds

State

Non Discrimination Laws

- No discrimination on the basis of:
 - Race or Color
 - Disability
 - Medical Condition
 - Sex or Gender
 - Age (40+)
 - Ancestry
 - Association with individuals that have protected characteristics
 - Perception that a person has any of the protected characteristics
 - Opposition to Harassment
 - Religion or Religious Creed
 - Ethnic Group Identification
 - Marital Status
 - Pregnancy
 - Sexual Orientation

BP 3420: Equal Employment Opportunity

- *“The Board of Trustees supports the intent set forth by the California Legislature **to assure that effort is made to build a community in which opportunity is equalized and community colleges foster a climate of acceptance with the inclusion of faculty and staff from a wide variety of backgrounds.** It agrees that diversity in the academic environment fosters cultural awareness, mutual understanding, respect, harmony, and suitable role models for all students. The Board of Trustees therefore commits itself to promote the total realization of equal employment through a continuing equal employment opportunity program...”*

BP 3410:Non discrimination

- *" The District, and each individual who represents the District, shall provide access to its services, classes, and programs without regard to actual or perceived disability, sex/gender, nationality, race or ethnicity, religion, sexual orientation, age, or any characteristic listed or defined in Section 11135 of the Government code or any characteristic that is contained in the prohibition of hate crimes set forth in subdivision (a) of Section 422.6 of the Penal Code. In addition to these protected bases, the District additionally provides equal employment opportunities to all applicants and employees regardless of gender, medical condition, marital status, or status as a Vietnam-era veteran..."*

Proposition 209 (1996)

- Prohibits “preferential treatment” on the basis of:
 - Race
 - Sex
 - Color
 - Ethnicity
 - National Origin
- In Public:
 - Employment
 - Education
 - Contracting

The Post Prop 209 Challenge

The State law has changed

The vocabulary has changed

The concepts have changed

But...

Expected results have not changed
because Federal laws and reporting have
not changed.

The Law Has Changed

- The Law has always required “equal opportunity” employment
- The focus of “equal” has changed

Equal Access → Equal Treatment

The Vocabulary Has Changed

Affirmative Action → EEO

Affirmative Action Hiring → Diversity
Hiring

Under-represented Groups → Monitored
Groups

The Concepts Have Changed

- Improving representation of specific under-represented groups



- Building work environments that are diverse in many respects (race/ethnicity, gender, religion, age, disability, sexual orientation, socio-economic status, marital status, geography, etc.)

Expected Results Have Not Changed

- Eliminate workforce under representation based on ethnic group identification, gender, race, color, national origin or disability.
- Workforce demographics are reported annually to the federal government.

Overview of the Hiring Process

Recruitment

- Broad general recruitment
 - Electronic job boards, newspapers and publications that provide information to monitored group communities and to low-income communities
- Focused outreach based on under representation
- Minimum qualification for all positions:
"Candidates must demonstrate clear evidence of sensitivity to and understanding of the diverse academic, socioeconomic, cultural, and ethnic backgrounds of community college students."

District EEO Strategies

□ EEO Reviews

- Applicant pool prior to closing
- Interview pool prior to interviews
- Finalist pool prior to 2nd interviews

□ Equity Monitors

- Individuals skilled in identifying and addressing implicit bias

□ Revised Screening Process

- Assure appropriate time and consideration is given for each position

The Screening and Interview Process

- Hiring Manager, or department Chair selects committee members
- Pre Screening Committee meeting
 - Discuss Job Description and needs of department
 - Begin discussion of possible interview questions
- Screening Meeting
 - Develop list of candidates to interview
 - Finalize interview questions
- Interviews
 - Keep written record of candidate skill, knowledge and experience
- Post Interview Meeting
 - Discuss candidates
 - Develop list of 2nd interview candidates

Addressing Problems

- ❑ Any applicant may raise concerns of unfair hiring practices
- ❑ Committee member notes are official record
- ❑ Committee member comments and participation are reviewed
- ❑ Equity Monitor facilitates discussions to avoid bias
- ❑ Human Resource Specialist is an objective observer and protects the process

The Committee's Role in the Hiring Process

Screening Applications

- ❑ Applicant material is screened online
- ❑ Take time to thoroughly review all applications
- ❑ Focus on the job description, applicants' stated qualifications and the identified needs of the department
- ❑ Do not disqualify applicants on criteria not listed in position announcement
- ❑ Keep accurate, consistent record on screening sheets

The Interview

- Present a professional appearance
 - Candidates will make the same effort
 - Create a respectful climate
- Help candidates feel at ease
 - Make eye contact, show interest
 - No cell phones or other communication devices
- No extraneous comments
- Follow-up questions must be directly related to:
 - The original question asked
 - And something contained in the candidate's answer

Critical Considerations

- ❑ All candidates should be evaluated on the job description and the committee's identified needs of the department
- ❑ All candidates should be evaluated on their sensitivity to and understanding of our diverse student population and community
- ❑ How have they demonstrated their skills and ability in the past, and what would they bring to the position?

Follow-up Questions

- Discuss the use of follow-up questions *before* the committee begins interviews
- Follow-up questions must meet the following criteria:
 - Must be directly related to the original question
 - Must be directly related to something contained in their answer

Candidates with Disabilities

- It is unlawful to ask any applicant questions about his/her disability before a job offer is made. Even if the committee becomes aware of an applicant's disability during the hiring process, the committee may *not* ask about or discuss the nature, severity or need for accommodation.

Conflicts of Interest

- ❑ It is your responsibility to recognize potential biases or conflict of interest
 - Relatives, close personal friends, or a dislike of someone so compelling that you cannot remain fair or impartial
- ❑ Not revealing a conflict of interest could lead to a complaint of unfair hiring practice.
- ❑ Disciplinary action may be brought against you for failing to disclose a conflict of interest or personal bias toward a candidate

Confidentiality

- ❑ The hiring process is a highly sensitive and confidential process. It is critical that committee members maintain the highest degree of confidentiality – during and after the screening process.
- ❑ Failure to maintain confidentiality may result in disciplinary action.

Maintaining Integrity in the Hiring Process

- ❑ Be fair, consistent and impartial in your assessment and scoring
- ❑ Do not draw or write irrelevant information in your notes
- ❑ Be professional and courteous at all times, recognizing that you represent the District
- ❑ Maintain confidentiality before, during and after the process
- ❑ Report concerns to the Committee Chairperson, the HR Specialist or Chani Beeman x8039

Questions and Discussion